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ABSTRACT

This competency-based preservice home economics teacher education module on incorporating the consumer approach in homemaking classes is the fourth in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCH]--see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) who are your pupils? (includes lessons on obtaining facts about your pupils, about families, and about communities); (2) what are your pupils' consumer needs? (includes lessons on assessment of pupils' consumer needs, understanding your pupils' consumption patterns, and available consumer resources); (3) meeting your pupils' consumer needs in the classroom (includes lessons on meeting your pupils' needs and interests, and planning meaningful and relevant lessons and activities); and (4) what does the teacher need to know (includes lessons on available resources and concepts of consumer education). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources. Each unit also includes a progress test (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

CORE

MODULE I-A-4 INCORPORATING THE CONSUMER APPROACH
IN HOMEMAKING CLASSES

1978

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MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FRA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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INCORPORATING THE CONSUMER APPROACH IN HOMEMAKING CLASSES

Module Objective

Using factual information gathered on pupils, families, and the community, the MATCHE student will be able to prepare a report which summarizes those data and 1) outlines the particular consumer-related skills and concepts which those pupils should acquire appropriate to their needs, interests, and individual differences, and 2) specifies the skills and concepts which must be acquired to effectively incorporate the consumer approach into homemaking classes.

Module Overview

Among the primary objectives of consumer education as part of home economics is the effective use of an individual's income and other resources for feeding, clothing, and housing himself or herself and a family; rearing children; and maintaining personally satisfying human relationships. The decisions an individual makes within the framework of his or her own values should effectively help that individual cope with the daily situations that are encountered, solve or cope with crisis situations, and successfully achieve long-term goals.

While you teach home economics, if you focus on the skills and concepts which enhance the pupils' roles as consumers, you are taking a consumer approach.

If your pupils can demonstrate that they know the consequences, to themselves and the economy, of their actions in the marketplace, and if they can demonstrate that their decisions are made according to their own desires and priorities, and that there are alternate choices and courses of action which are open to them, then you will have successfully incorporated the consumer approach in your homemaking classes.

You cannot effectively incorporate this consumer approach until you learn how to develop an awareness of their feelings, their values, and their cultural backgrounds. You must know who your pupils are, what their interests and commitments are, and what they hope to achieve. Firsthand knowledge of their community and their families is desirable.

To help you gain the competency to successfully incorporate the consumer approach into homemaking classes, this module has been divided into the following units:

Unit 1: Who Are Your Pupils?

Unit 2: What Are Your Pupils' Consumer Needs?

Unit 3: Meeting Your Pupils' Consumer Needs in the Classroom

Unit 4: What Does the Teacher Need to Know?

UNIT 1

WHO ARE YOUR PUPILS?

Objective

When asked to identify and describe the kinds of information needed and the strategy most appropriate for obtaining statistical information on pupils, the MATCHE student will be able to enumerate enrollment statistics, statistics on married students, dropouts, and recent graduates, and will be able to list the existing records, reports, surveys, and studies which can be analyzed together; the MATCHE student will then compile those statistics.

When asked to identify and describe the kinds of information needed and the strategies most appropriate for obtaining information on the background of pupils, the MATCHE student will be able to enumerate specific aspects of cultural and ethnic background, values and goals, attitudes, extracurricular activities, and family responsibilities, and will be able to state the most appropriate method for obtaining the required information for each.

When asked to identify and describe the kinds of information needed and the strategies most appropriate for obtaining information on the families of pupils, the MATCHE student will be able to enumerate aspects of family structure, family patterns, language used, housing situations, employment situations, parental expectations for pupils, and community involvement, and will be able to state the most appropriate method for obtaining the required information for each.

When asked to identify and describe the kinds of information needed and the strategies most appropriate for obtaining information on the community in which pupils live, the MATCHE student will be able to enumerate aspects of social, economic and cultural groupings, housing patterns, stability of residents in the community, elements of change, employment patterns, available community resources, and will be able to state the most appropriate method for obtaining the required information for each.

Overview

If you are to effectively incorporate the consumer approach in the homemaking classes for which you are responsible, your objectives and your instructional activities must be relevant, meaningful, and based on the concerns, needs, interests, and particular characteristics of the pupils you will encounter, their families, and the community in which they live and attend school. You as a teacher should be aware of, interested in, and concerned about each individual student. You should know who they are. This requires a study of those pupils, their families, and their community, and acquisition of factual information which would be helpful in establishing meaningful and relevant objectives and instructional activities.

It is the purpose of this unit to help you determine what facts about pupils, their families, and the community would be of significant use to you. You will also have the opportunity to obtain factual information by becoming personally involved in a study of a community, its families, and its schools and pupils.

Lesson 1: Obtaining Facts About Your Pupils

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information you need in order to determine particular facts about pupils (characteristics, goals, attitudes) and the most appropriate means of obtaining those facts. You will also have the opportunity to obtain these data through your own investigation.

Narrative Summary

If you are to effectively incorporate the consumer approach into your homemaking classes, you must make your objectives and your instruction relevant and meaningful to the pupils in those classes. You must have a working knowledge of the pupils you will be teaching--their values, their attitudes, their interests, and their individual differences.

Insight into the nature, background, and characteristics of your pupils can be gained through surveys, observations, and study of existing school/community reports and records.

The information and facts you acquire about your pupils through your firsthand investigation (rather than listening and reading) will make your awareness of and interest in your pupils more personal, more relevant, and more meaningful.

Where you begin obtaining facts about your pupils, what facts you consider significant to have, and what means you use to obtain those facts are decisions which you must make. The particular school and the community in which you teach will influence that decision. However, if you begin developing your investigation with experience as your guide, the information you choose to obtain will be significant, and the strategies you choose to use will be appropriate.

Suggested Activities

1. Contact the principal of a high school of your choice. Arrange to visit the school to obtain information on the following school statistics.
 - a. enrollment statistics - total school enrollment, homemaking enrollment at each level, boy/girl ratio in homemaking classes
 - b. married students - in total school population, in homemaking classes, number who are parents

- c. dropouts - average attrition rate from total school enrollment, number of girls and boys, number from homemaking classes, reasons for dropping out (marriage, financial, academic)
 - d. recent graduates - homemaking students in college, number who are married, number who are working, number who are married and working, number who are in military service, number who are continuing education other than college
2. Arrange to obtain existing information on the background of students enrolled in a high school of your choice. This can be done concurrently with activity No. 1, or as a follow-up activity. Gather data on the following:

- a. racial or ethnic groups represented
- b. cultural or religious groups

You should be able to obtain these data by analyzing the district plan for vocational education, community studies, school accreditation reports, or district sponsored surveys and reports.

3. Obtain the following information about students in a particular high school homemaking class.
- a. goals for the future - immediate plans, long-term goals, academic goals, vocational goals, social goals
 - b. attitudes toward homemaking - what the students think homemaking is, what they think is important to learn, what they like and do not like, what would make homemaking more interesting and/or relevant, who should take homemaking classes
 - c. student involvement - in-class activities, FHA/FHA-HERO, in-school activities, school- or organization-supported community projects
 - d. student responsibilities - home or family related responsibilities, jobs (type of work, hours), community/church responsibilities

You can obtain this information through the following methods:

- a. Develop a student interest inventory (questionnaire) and obtain clearance and cooperation of a high school principal and homemaking teacher to administer the instrument to a class
- b. Arrange to spend a day or more informally observing and mixing with high school students and engaging in small group discussions with them. Confer with counselors and teachers regarding their attitudes toward consumer and homemaking education.

4. Analyze the data you obtain about high school students and state your findings in simple sentences. For example:
 - a. More than half of the homemaking students plan on attending a four-year college.
 - b. Girls who take home economics have a median IQ of 99 (from a 1964-1965 district survey of school test results).
 - c. Boys would like to learn many home economics skills (management, food preparation), but not in the present curriculum structure.

Suggested Resources

- California State Department of Education. The California Five-Year State Plan for Vocational Education: A Planning Process. 3.4.2.5 Subpart 5. Sacramento: Vocational Education Support Unit, 1977.
- Dennis, Lawrence. "Maslow and Education," Educational Forum. V. 40, No. 1 (November 1975): 49-54.
- Dragaslin, Sigmund, and Glen Elder. Adolescence in Life Cycle. New York: John Wiley and Sons, 1975.
- Fleck, Henrietta. Toward Better Teaching of Home Economics. New York: Macmillan, 1974, Chapter 3.
- Havinghurst, Robert. Developmental Tasks and Education. New York: David McKay Company, 1972, Chapters 4-6.
- Havinghurst, Robert, and Robert Dreyer. Youth. Seventy-Fourth Yearbook of the National Society for the Study of Education. Part I. Chicago: National Society for the Study of Education, 1975.
- Lipsky, William E. "The Student as a Data Source," Educational Leadership. Vol. 34, No. 1 (October 1976): 17-20.
- Tyler, Ralph. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949, Chapter 1.
- Vocational Education Act of 1976 (Title II, Subpart 5 of P. L. 94-482: Education Amendments of 1976.) Washington, D. C.: Superintendent of Documents.

Have your instructor review the list of facts you have compiled on students. If no additional work is prescribed by your instructor, you may go on to the next page.

Lesson 2: Obtaining Facts About Families

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information you need in order to determine factual information about the families of students, information which might be helpful in effectively incorporating the consumer approach in the homemaking classes which are comprised of those students.

Narrative Summary

Not only is it essential to have a working knowledge of the pupils you will be teaching, it is also desirable to know something about their families. How many children a family has, its income, and its type of housing all affect a pupil's consumer outlook. The consumer problems that commonly exist in your students' families are going to differ according to their life styles, income, values, etc.

Insight into the structure, size, and characteristics of your students' families will better enable you to develop your classes to be more relevant to your students. As you get more involved in finding out about your students' family situations, you will discover the methods that are most applicable to the information you wish to acquire. An analysis of existing reports and surveys would be useful in determining the economic status of families, but a more personal approach such as a personal interview or informal discussion would be more beneficial in determining the family pattern of a student. Each teacher must find the methods he/she is most comfortable with and find the greatest degree of success with which to determine the facts he/she is interested in pursuing.

Suggested Activities

1. Make a list of the facts you feel are important to know about a student's family. Some examples are listed below.
 - a. size of family
 - b. income
 - c. housing patterns
 - d. home responsibilities of family members
2. Using the following methods of fact finding, assign the one that would be most effective in discovering each of the facts you listed above.
 - a. analysis of existing reports and surveys
 - b. classroom activities
 - c. personal observations
 - d. informal discussions
 - e. interviews and surveys

3. Visit a homemaking class at a school of your choice. Use the methods given in the previous activity to determine the facts you desire about the students' families. Try to use each of the methods at least twice on several different students.
4. Analyze the data you obtained. What statements can you make about the students' families as a whole? Which method of investigation did you find most successful for you? Which was the least satisfying?

Suggested Resources

American Families: Trends and Pressures. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1973.

Campbell, Sall. Age of Adaptation. Chicago: Sears, Roebuck and Company, Consumer Information Services, 1971.

Cole, Charles. "Perspective on the Family in the Year 2000," Illinois Teacher of Home Economics. Vol. XX, No. 5 (May/June 1977).

Granberg, Grace. "Learn About Families in Your Community - Consumer Homemaking Program Planning: A New Approach," Illinois Teacher of Home Economics. Vol. 19, No. 2 (November/December 1975): 65-8.

Skolnick, Arlene, and Jerome Skolnick. Family in Transition, Rethinking Marriage, Child Rearing and Family Organization. Boston: Little, Brown and Company, 1971.

Have your instructor review the list of facts you have compiled. If no additional work is prescribed by your instructor, you may go on to the next lesson.

Lesson 3: Obtaining Facts About Communities

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information you need in order to determine factual information about the community in which your students live, and how it can affect your students and what you will teach them.

Narrative Summary

In order to get a rounded and full picture of who your pupils are, it is important to conduct your own investigation of the community before planning the consumer aspects of your homemaking classes. We can usually better understand and appreciate things that we observe firsthand and take part in ourselves. For this reason, it is important to get a personal, firsthand view of the students' community. Such things as socioeconomic levels, housing patterns, and community resources can have quite an influential effect on a pupil.

A teacher can get an overall view of the community situation by analyzing available reports and surveys. A closer, more personal view can be obtained by taking a tour of the community, chatting with residents, or participating in community organizations and activities. Any one of these methods or a combination of them will help a teacher get to know the community in which her or his pupils live. This, in turn, will help him or her better plan the consumer aspects of his or her homemaking classes.

Suggested Activities

1. List several facts that it would be helpful to know about a community.
2. List several methods you feel would be useful in finding out about a community. Which would be best suited to each item listed above?
3. Get to know your community. Take a walk, ride your bike, or drive your car through the community. Take pictures of areas of interest (buildings, parks, council meetings, etc.). Prepare a bulletin board with your information.
4. Interview representatives of community agencies and services. Determine what services are available, who most often uses them, and how families are made aware of them. Take a survey of your students to discover how many are aware of and use the services you found available.

Suggested Resources

Burges, Bill. Facts and Figures: A Layman's Guide to Conducting Surveys. Boston: Institute for Responsive Education. ERIC Document 133 798, 1976.

Directions. Handbook of Community Helping Agencies. San Diego County: United Way, 1976. (Similar document in other counties.)

Knowles, Malcolm. Modern Practice of Adult Education. New York: Association Press, 1970, 107-118.

"Techniques for Obtaining Facts about Socio-economic Conditions of Youth and Their Families in the School Community," Consumer and Homemaking Education Newsletter. Sacramento: State Department of Education, Bureau of Homemaking Education, January, 1970.

Have your instructor review the facts you have compiled. If no additional work is prescribed, you may take the Progress Test.

UNIT 1 PROGRESS TEST

Incorporating the Consumer Approach
in Homemaking Classes

Student _____

Instructor _____

Date _____

1. List four categories of information about students that you could obtain by observing or talking to the students personally.

a.

b.

c.

d.

2. Which of the groups of school statistics below would be useful to a teacher in gaining pertinent information about his or her pupils?

a. _____ enrollment statistics

b. _____ absentee records

c. _____ married students

d. _____ dropouts

e. _____ recent graduates

f. _____ record of grades

3. List four categories of facts that would be helpful to know about a student's family.

a.

b.

c.

d.

Progress Test (continued)

4. Match each type of information with the appropriate means of obtaining the information.

- | | |
|-------------------------------------|---|
| _____ 1. family responsibilities | a. analysis of existing reports and surveys |
| _____ 2. family structure | b. classroom activities |
| _____ 3. parental expectations | c. personal observations |
| _____ 4. family employment patterns | d. informal discussions |
| | e. interviews and surveys |

5. List four facts that it would be useful to know about a community.

a.

b.

c.

d.

6. List four methods of obtaining these facts.

a.

b.

c.

d.

ANSWER KEY

UNIT 1 PROGRESS TEST

Incorporating the Consumer Approach
in Homemaking Classes

Instructor: In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. racial or ethnic groups
cultural or religious groups
goals for the future
attitudes toward homemaking
student involvement
student responsibilities
2. a, c, d, e
3. size of family
income
housing patterns
home responsibilities
4. 1. e
2. e
3. d
4. a
5. housing patterns
employment patterns
resources available
socioeconomic levels
elements of change
6. tour of the community
participation in community activities
interviews with representatives of service agencies
chatting with residents
comparative shopping

UNIT 2

WHAT ARE YOUR PUPILS' CONSUMER NEEDS?

Objective

The MATCHE student will be able to specify the ways and means by which he or she can determine the consumer knowledge and skills already possessed by high school students, as well as their consumer needs, prior to entering a homemaking course which incorporates consumer education.

The MATCHE student will be able to identify and understand facts about the consumption patterns generally true of most high school students.

The MATCHE student will be able to identify and describe the resources available to high school students to help them meet their consumer needs.

Overview

In order to successfully incorporate the consumer approach into home-making classes, the teacher must be aware of the pupils' consumer needs. With this information, she or he can make the classroom activities and lessons relevant to the students' present situation. The teacher must first make a careful assessment of what the individual students' needs are. She or he must also be aware of the general consumption patterns of the pupils. An understanding of the resources available to the students in meeting their consumer needs is also important. Using all of these findings will help the teacher to understand the pupils' needs so that she or he, in turn, can help the pupils understand them and the effect they have on their lives.

Lesson 1: Assessment of Pupils' Consumer Needs

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information you need in order to adequately assess your pupils' consumer needs and present consumer knowledge.

Narrative Summary

In assessing your pupils' needs, it is helpful to understand their consumer characteristics. Obtaining information about such specific characteristics as facts about your students' income, typical expenses, financial responsibilities, consumer expenses, and consumer problems will help you to assess each individual pupil's needs. Some students

may have part-time jobs, while others may have liberal allowances or no income at all. Of the pupils who do have a source of income, some may have typical expenses and responsibilities such as buying their clothing, maintaining their cars, or sharing some of the family expenses. All of your pupils will have had some consumer experiences, whether it be making a large purchase such as a car or just in purchasing low- and medium-priced articles for themselves or as gifts. Undoubtedly the pupils will have experienced numerous and varied consumer problems. Knowing all of these characteristics about your students will help you to determine their consumer needs. Knowledge of what your pupils already know will also help you to determine their needs. Observing your pupils in "real life" situations as well as determining their various consumer characteristics will help you to discover the consumer knowledge and skills that your pupils already possess.

Suggested Activities

1. Develop a questionnaire which can be given to high school students to determine meaningful information on their consumer characteristics. Distribute this to several high school students. What needs do you feel are indicated by the responses of this questionnaire?
2. Observe these same students in "real life" or role playing situations. What needs are present? What knowledge and skills already appear to be present?
3. Analyze the responses to your questionnaire as well as your observations. List what you determine as needs as well as knowledge already present. Have the students also make a list of their needs and consumer knowledge. Compare the two lists.

Suggested Resources

- Byrne, Mary. Consumer Attitudes of High School Students Related to Demographic Variables. Madison: University of Wisconsin, 1975. Master's Thesis: Interlibrary Loan.
- Campbell, Sally. Age of Adaptation. Chicago: Sears, Roebuck and Company, Consumer Information Services, 1971.
- Dowell, Chris. "Youth: A Consumer Vanguard," Social Policy. Vol. 8, No. 3 (November/December 1977): 66-68.
- Huber, Milton J. "26 Million Low-Income Consumers," Social Policy. Vol. 8, No. 3 (November/December 1977): 24-29.

U. S. Bureau of Census, Current Population Reports, Special Studies
No. 51. "Characteristics of American Youth: 1974." Washington,
D. C.: Government Printing Office.

When you feel you have learned the information
presented in this lesson, take the following
Progress Check.

Lesson 1: Progress Check

1. State two ways by which you can determine the consumer knowledge already possessed by students prior to entering a consumer foods and nutrition class.
 - a.
 - b.
2. Using a student's list of consumer knowledge and skills, categorize and identify each for use in specific curriculum area.

Compare your answers with those on the next page.

ANSWER KEY

Lesson 1: Progress Check

1. observing pupils in real life situations

determining specific student consumer characteristics (discretionary income, spending practices, interest, value system)

2. student list:

awareness that recourse is possible

awareness of range of prices in articles of interest and need

aware of consumer information as told by seller

aware of open dating

every unit of instruction checked and activity included to bring awareness to action

(Check with your instructor.)

Lesson 2: Understanding Your Pupils' Consumption Patterns

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information necessary to determine and understand your pupils' consumption patterns.

Narrative Summary

It is helpful to know your pupils' consumption patterns in determining and understanding their consumer needs. There are some factors which you will find to be common among most of your pupils with respect to their consumer behavior. You will find that all your pupils are involved as consumers. They will have encountered their own consumer problems, often on a daily basis. They are involved in the consumer activities of their families, some more than others. They have goals and aspirations which will see them increase their consumer activities in the immediate future. These points are generally true of every high school student you will encounter.

There are also characteristics that are often indicative of the high school market and its buying habits. In general, it can be said that youthful buyers are often compulsive buyers as they are often free from heavy responsibilities. Fads often dominate their consumptive practices, and they tend to like change and innovation. Contests are popular with young buyers, but they most appreciate an advertising approach if it appears to be presented honestly. Being aware of your pupils' consumption patterns will better enable you as an instructor to understand your pupils' consumer needs and to meet these needs in your classes.

Suggested Activities

1. Visit a high school class and distribute a questionnaire aimed at determining these students' consumption patterns.
2. Observe these students in consumer role-playing situations. What patterns do you see being established?
3. Make a list of the patterns noted in activities No. 1 and No. 2. Combine these into several general statements. Show these to the students. Do they agree with your observations? What changes would they make? What needs are indicated by these consumption patterns?

Suggested Resources

Brown, Peggy, and Mary Helen Haas. "High School Home Economics Courses Can Improve Consumer Competencies," Illinois Teacher of Home Economics. Vol. XXI, No. 5 (May/June 1978): 243-246.

Schiffman, Leon, and Leslie Kanuk. Consumer Behavior. Englewood Cliffs, New Jersey: Prentice Hall, 1978, Chapters 9 and 14.

Youth 1976: Finance-Related Attitudes. New York: American Council on Life Insurance. 1976 (Biennial survey; check for 1978 edition when available).

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2: Progress Check

1. List three factors which are generally true of most pupils with respect to consumer behavior.
 - a.
 - b.
 - c.

2. List three common consumer concerns of high school students.
 - a.
 - b.
 - c.

Compare your answers with those on the next page.

ANSWER KEY

Lesson 2: Progress Check

1. All are involved as consumers.

All encounter daily consumer problems.

All are involved in the consumer activities of their families.

All have goals and aspirations which will increase their consumer activities in the immediate future.

2. Check your answer with your instructor.

Lesson 3: Available Consumer Resources

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information necessary to acquaint yourself and your pupils with the resources available to consumers.

Narrative Summary

Consumer resources can be public or individual. Publicly available resources are books, magazines, agencies, and people. Such magazines as Consumer Reports or The FDA Papers can be very helpful to the consumer. You should acquaint your students with the various forms of consumer literature available.

There are also various agencies such as the Department of Consumer Affairs or persons such as your district attorney that can be helpful to a consumer. Youth groups such as Future Homemakers of America and others may prove to be helpful to students. These various public consumer resources can be used to help you to understand and use your own individual resources. Individual resources include income, knowledge, skills, experience, goods, knowledge of services, and others.

Before the pupils can use these resources to their best advantage, they must first be aware of them and their possible uses. You can help them to realize their resources through class activities and lessons. As they make more use of these resources, they will develop a better understanding of them and how they can help them meet their needs.

Suggested Activities

1. Visit a high school class and ask the students to list several of their individual resources and the resources that are publicly available to them. Do their lists agree with your expectations?
2. Investigate the resources available to consumers in your community. Put this information on an illustrative chart.
3. Present this chart to the same high school class. Take a survey to learn which students are and are not aware of these services. Do they understand them? Discuss how these services can aid them in using their own individual resources or to improve them.

Suggested Resources

Consumer Education as a Current Concern," Illinois Teacher of Home Economics. Vol. XXI, No. 5 (May/June 1978).

Information Digest. Sacramento: California State Department of Consumer Affairs.

State of California. Consumer Resource Guide: A Selected Bibliography. Sacramento: Department of Consumer Affairs, 1977.

There is no Progress Check for this lesson. After completing this lesson, go directly to the unit Progress Test.

UNIT 2: PROGRESS TEST

Incorporating the Consumer Approach
in Homemaking Classes

Student _____

Instructor _____

Date _____

1. List four consumer characteristics of your pupils.
 - a.
 - b.
 - c.
 - d.
2. Identify the points that are generally true of all high school students you will encounter with regard to their consumer behavior.
 - a. _____ Students are interested in the consumer problems they face on a daily basis.
 - b. _____ Students have discretionary income to spend.
 - c. _____ Students are involved in the consumer activities of their families.
 - d. _____ All students are involved as consumers.
3. Which of the following are often indicative of the high school student's buying habits?
 - a. _____ compulsive buyer
 - b. _____ influenced by fads
 - c. _____ attracted by contests
 - d. _____ unimpressed by innovative products
4. List the two general types of consumer resources and give three examples of each.
 - a.
 - 1.
 - 2.
 - 3.
 - b.
 - 1.
 - 2.
 - 3.

ANSWER KEY

UNIT 2: PROGRESS TEST

Incorporating the Consumer Approach
in Homemaking Classes

Instructor: In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. a. their personal characteristics
b. their ages and personality traits
c. the incomes of their families
d. the ways in which they live
2. a, c, d
3. a, b, c
4. a. public resources
 1. agencies
 2. literature
 3. people
 4. youth groups
- b. individual resources
 1. income
 2. skills
 3. knowledge
 4. goods

UNIT 3

MEETING YOUR PUPILS' CONSUMER NEEDS IN THE CLASSROOM

Objective

The MATCHE student will be able to recognize pupils' needs and interests and be able to suggest ways of meeting them in a classroom situation.

The MATCHE student will be able to plan meaningful and relevant lessons and activities to make up a curriculum that will allow for individual involvement and creativity while successfully incorporating the pupils' consumer needs into the classroom.

Overview

Once a teacher has identified the pupils' consumer needs, he or she must be able to develop a curriculum to incorporate these needs into her or his homemaking classes. It is essential to plan meaningful and relevant lessons that allow for individual involvement and creativity. Much of this can be accomplished through the teacher's own presentation of the material as well as through the classroom activities.

Lesson 1: Meeting Your Pupils' Needs and Interests

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information necessary to incorporate your pupils' consumer needs into your homemaking class while allowing for pupils' acquired knowledge and skills.

Narrative Summary

In meeting your students' needs in the classroom, it helps to be aware of your pupils' present knowledge and skills. A general consumer profile of your students will help you to tailor your classes to meet your pupils' needs and interests. General information on such items as your pupils' age, sex, type of housing, source of spending money, and others would be helpful in determining your pupils' needs and interests. You will find that your students, as a whole, will share certain general areas of concern. Although these concerns may be expressed by your pupils in specifics relative to themselves, they can be stated in the following general form.

1. human dignity - acceptance and recognition
2. well-being and security - for themselves and for their families
3. material necessities and comforts
4. fair and equal treatment in the marketplace

5. fair and equal treatment in the community
6. employment opportunities
7. opportunity to air grievances - and obtain satisfaction
8. control over the environment

These general areas of concern and the consumer profile of knowledge and skills of your pupils provide a foundation from which you can work to accommodate your pupils' needs. This can be done by incorporating them into your classroom in a meaningful and relevant way.

Suggested Activities

1. Prepare a sample consumer profile questionnaire for students and distribute it to students of a homemaking class. What knowledge and skills do you find the students have in common?
2. Show the list of general areas of concern to the same high school class. Do they agree with these items? Which take priority?
3. Engage in a discussion with the class in which students suggest ideas for relevant activities on priorities. How do these suggestions reflect their needs?

Suggested Resources

Williams, Herma. "Consumer Knowledge Needs Assessment: A Technique to Motivate Secondary Students." Illinois Teacher of Home Economics. Vol. XXI, No. 5 (May/June 1978): 246-249.

After completing the activities, have the instructor review your material. If no additional work is prescribed, proceed to the next lesson.

Lesson 2: Planning Meaningful and Relevant Lessons and Activities

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information necessary to plan meaningful and relevant lessons and activities that incorporate your pupils' needs and interests.

Narrative Summary

In planning a curriculum that will be meaningful and relevant to pupils and will allow for individual involvement and creativity, you must realize certain imperatives for planning a successful program. Know the facts about families and students, and use them as a basis for program planning. Aim at educating all pupils according to interests, needs, and maturity. Identify pupils who have special needs and meet these needs in special ways. In order to ensure good communication, be sure that the staff, students, and parents understand the total homemaking education program. It is also desirable to establish in the program a feeling of flexibility that allows for individual discovery and innovation.

Setting certain criteria will help to accomplish these imperatives. When selecting the content for lessons, be sure that it reflects the most valid and significant consumer information available from authoritative sources, and that it focuses upon the present consumer concerns of pupils. It should not only be appropriate for the maturity and ability levels of pupils, but should deal with basic knowledge that has wide application. It should also be geared to consider the cultural and socioeconomic background of the learners.

It would also be helpful to set criteria for the selection of learning experiences. These activities should be appropriate for the maturity level of the consumers and provide sufficient variety to appeal to learners from differing backgrounds, interests, and abilities. The activities should be relevant to the present life experiences of the pupils and provide opportunities for multiple learnings, such as attitudes, skills, knowledge, and feelings. They should also facilitate the pupils' performance in the marketplace and extend learning experiences into the community.

As well as making them meaningful, the teacher must also aim at adapting lessons and activities to the students' needs. The teacher can do this by involving students in the planning and by building on the experiences of students. One should work with other teachers to consider the total school curriculum.

Using community resources and facilities, bringing in current events which affect all the students, being flexible, using a multimedia approach, and making use of supportive services are all methods which can be employed by the teacher to adapt the curriculum to pupils' needs.

Suggested Activities

1. Make a list of any criteria you feel would be helpful in establishing meaningful and relevant lessons and activities that meet the students' needs.
2. Visit a high school class and show these criteria to them. What criteria do they feel are important? Do they agree with yours?
3. Use these criteria to develop a lesson on a topic of your choice. Include several activities. Present this to the same high school class. Was it successful in holding the students' interests? Did they feel it met your and their criteria?

Suggested Resources

Brown, Marjorie, and Sharon Strom. Curriculum Materials in Consumer Education. Vol. I- IV. St. Paul: Minnesota State Department of Education. Division of Vocational and Technical Education. 1976
ERIC Documents ED 129 577 through 129 580.

California State Department of Education. Instructional Patterns for Consumer and Homemaking Education. Sacramento: Office of State Printing, 1976.

Dollar, Bruce, and Thomas Parker. "Students as Producers of Their Own Learning," Social Policy. Vol. 8, No. 3 (November/December 1977): 69-72.

After you have completed the activities, have the instructor review your material. If no additional work is prescribed, proceed to the unit Progress Test.

UNIT 3: PROGRESS TEST

Student _____

Incorporating the Consumer Approach
in Homemaking Classes

Instructor _____

Date _____

1. List five items that would be appropriate for a general profile of consumer knowledge and skills for high school students.

- a.
- b.
- c.
- d.
- e.

2. Match each phrase to the general area which it correctly describes.

- | | |
|--|--|
| a. _____ the desire to choose from and purchase quality merchandise and reliable services | 1. human dignity |
| | 2. well-being and security |
| b. _____ the feeling of some measure of control over personal destiny | 3. material necessities and comforts |
| c. _____ the desire for choices in satisfying needs for food, clothing, housing, and medical care | 4. fair and equal treatment in the marketplace |
| | 5. fair and equal treatment in the community |
| d. _____ the desire for schooling, housing, public services, and facilities | 6. employment opportunity |
| e. _____ the desire for recourse when wronged; a way to get satisfaction | 7. opportunity to air grievances |
| | 8. control of environment |
| f. _____ the concern for self, children, and family | |
| g. _____ the desire to be treated with acceptance and recognition | |
| h. _____ the desire to support self and family with feeling of belonging, success, accomplishment, and worth | |

Progress Test (continued)

3. List four criteria for lesson content.

a.

b.

c.

d.

4. List four criteria for learning experiences.

a.

b.

c.

d.

5. Suggest five ways in which a teacher can work to adapt lessons and activities to meet pupils' needs.

a.

b.

c.

d.

e.

ANSWER KEY

UNIT 3: PROGRESS TEST

Incorporating the Consumer Approach
in Homemaking Classes

Instructor: In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. (any five)

sex, age, type of housing, immediate plans after graduation, amount of money spent each week, source of spending money, places where goods and services are obtained, community services used regularly

2. a. 4

d. 5

g. 1

b. 8

e. 7

h. 6

c. 3

f. 2

3. (any four)

reflect valid and significant information
focus upon present consumer concerns
appropriate for maturity and ability level
deal with basic knowledge that has wide application
consider cultural and socioeconomic background of pupils

4. (any four)

be appropriate for maturity level
use variety for different backgrounds and interests
be relevant to present life experiences
provide opportunities for multiple learnings
facilitate performance in market place
extend experiences into the community

5. (any five)

Involve students in planning.
Use examples of products and services used by students.
Consider entire curriculum with other teachers.
Use community resources and facilities.
Use current events.
Be flexible.
Use multimedia approach.
Use supportive services.

UNIT 4

WHAT DOES THE TEACHER NEED TO KNOW?

Objectives

The MATCHE student will be able to identify and use the sources available to teachers of homemaking and consumer education classes.

The MATCHE student will be able to describe the concepts of consumer education to be incorporated into a consumer and homemaking education class.

Overview

In order to successfully teach a homemaking class into which consumer education has been incorporated, you must be equipped with certain knowledge and skills. You must be aware of all the sources available to you and know how to use them. You should be aware of all the aspects of consumer education and what this includes. You should also possess an abundance of general knowledge and skills applicable to teaching such a class.

Lesson 1: Available Sources

The Narrative Summary, resources, and activities presented in this lesson will provide you with the information necessary concerning the sources available to teachers of consumer approach homemaking classes.

Narrative Summary

In order to instruct a class in homemaking and consumer education, you must be aware of and use available sources. These can take the form of reference materials such as books, magazines, and curriculum guides. People in the community such as other instructors, speakers, or representatives of various firms and companies make up another form of resources. Community facilities can also serve as a resource. Public or private agencies can often be of great help to an instructor. They may provide services, speakers, and/or literature. Audio-visual aids should also be considered when planning the materials for the class. It often helps a student to learn more and retain it longer if able to see and hear what he or she is learning about. All of these resources can prove useful to a teacher and greatly enrich the content of lessons.

Suggested Activities

1. Develop an annotated bibliography of written and audiovisual materials that would prove useful to a teacher of a consumer homemaking class.
2. Acquaint yourself with the people, agencies, youth groups, and facilities available in your community. Visit several agencies and groups and describe their services.
3. Prepare a source file with your findings.

Suggested Resources

Consumer Affairs. Sacramento: State Department of Consumer Affairs, Public Information Office.

Consumer Bulletin. Sacramento: Consumer Federation of California.

Consumer Education Film Series. Bureau of Homemaking Education. California State Department of Education. County Superintendent of Schools: Film Library.

Consumer Education Reference Manual. Knoxville: University of Tennessee. ERIC Document ED 130 056, 1976.

Vickers, Carole A. A Guide to Free and Inexpensive Consumer Education Resources. Huntington, West Virginia: Marshall University, Department of Home Economics. ERIC Document ED 130 949, 1976.

Have your instructor check your resource file. If no additional work is prescribed, proceed to the next lesson.

Lesson 2: Concepts of Consumer Education

The Narrative Summary, resources, and activities presented in this lesson will provide you with the concepts of consumer education that you should be aware of when planning and teaching a consumer and homemaking class.

Narrative Summary

Understanding the consumer approach is a basic part of preparing to teach a homemaking class into which the consumer approach has been incorporated. While you teach home economics, you should stress the skills and concepts which will enable pupils to make maximum use of their resources in the selection of goods and services for themselves and for their families. In this way, you are taking a consumer approach to homemaking education. Consumer education has long been included in the home economics curriculum of schools, but in many instances has been integrated into traditional courses without allowing for adequate emphasis or a broader scope. The consumer approach attempts to bring the aspects of consumer education to the surface of homemaking education and make it more readily adaptable to change.

Among the major concerns of consumer education as part of home economics is the effective use of an individual's income and other resources in feeding, clothing, and housing himself or herself and the family; rearing children; and maintaining satisfying human relations. The decisions an individual makes within the framework of his or her own values should effectively help the individual to cope with the daily situations that are encountered, to solve or cope with crisis situations, and to successfully achieve long-term goals. Several terms are consistently used when discussing consumer education. Among the most commonly heard terms are: life style, values and goals, resources, and decision making. A teacher of a consumer and homemaking class should be well aware of these terms and their meanings.

A review of the curriculum guidelines and resources used by different states for consumer and homemaking programs will reveal aspects of consumer education that are given particular emphasis. While the organization and structure may vary, they generally stress the following: consumer behavior, managing resources, consumer information, buymanship, consumer credit, consumer rights and responsibilities, consumer protection, financial security, and the dual role. If you are to effectively incorporate the consumer approach into the homemaking classes which you teach, you must be competent in directing these aspects to pupils in a way that is meaningful and relevant to

each individual, and also specifically relevant to the area of home economics which you teach. In other words, you must be knowledgeable of consumer education in general and have particular competency in the consumer aspects of the particular area of home economics you teach.

Suggested Activities

1. Write literal definitions of the terms "life style," "values and goals," "resources," and "decision making." What can you infer from each definition?
2. Review consumer education curriculum guidelines. List the major content areas which comprise the curriculum. Identify the content areas which have a clear relationship to home economics.
3. Engage in a small group discussion to identify a rationale for learning about life styles, values and goals, resources, decision making, and the rights and responsibilities of consumers before engaging in specific home economics related consumer activities.

Suggested Resources

California State Department of Education. Curriculum Design for Consumer Education. Sacramento: Office of State Printing, 1974.

Consumer Education Competencies. K-12. Harrisburg: Pennsylvania State Department of Education. Bureau of Curriculum Services. ERIC Document ED 123 347, 1976.

"Consumer Education as a Current Concern," Illinois Teacher of Home Economics. Vol. XXI, No. 5 (May/June 1978).

"Consumer Education and the Quality of Life," Illinois Teacher of Home Economics. Vol. XIV, No. 5 (May/June 1976).

Consumer Education Curriculum Modules - A Spiral Process Approach. Washington, D. C.: U. S. Government Printing Office, 1974.

"Consumer Education and the Human Services," Social Policy. Vol. 8, No. 3 (November/December 1977).

Gartner, A., and Riessman. The Service Society and the Consumer Vanguard. New York: Harper and Row, 1974.

Katz, Robert. Protecting Consumer Interests: Private Initiative and Public Response. Cambridge, Massachusetts: Ballinger Publishers, 1976.

Luper, Dennis. "Leadership in Consumer Education: A New Direction for Vocational Education," American Vocational Journal. Vol. 52, No. 6 (September 1977).

Home Economics Teacher Educators. Competencies for Home Economics Teachers. Ames: Iowa State University Press, 1978.

Murphy, Patricia. "Curriculum Development in Consumer Education," Illinois Teacher of Home Economics. Vol. XXI, No. 5 (May/June 1978): 232-236.

Texas Tech University. Consumer Education. Lubbock: Home Economics Instructional Materials Center, 1977 edition.

There is no Progress Check for this lesson.

UNIT 4: PROGRESS TEST

Student _____

Incorporating the Consumer
Approach in Homemaking Classes

Instructor _____

Date _____

1. Select the phrase that best defines a consumer approach to homemaking education.
 - a. _____ teaching the skills, concepts, and understanding required to achieve a high standard of living
 - b. _____ presenting comprehensive units on aspects of home economics which teach skills to make wise consumer decisions
 - c. _____ stressing the homemaking skills and concepts which will aid in making maximum use of resources in the selection of goods and services
2. List four terms which consistently appear in statements or references to consumer education.
 - a.
 - b.
 - c.
 - d.

ANSWER KEY

UNIT 4: PROGRESS TEST

Incorporating the Consumer Approach
in Homemaking Classes

Instructor: In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. c
2. life style
values and goals
resources
decision making

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

MODULE PRE/POSTTEST

Incorporating the Consumer
Approach in Homemaking Classes

Student _____

Instructor _____

Date _____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List and describe three kinds of information contained in school statistics that would be helpful in determining the characteristics of your pupils.
 - a.
 - b.
 - c.
2. Explaining why it is important to conduct your own investigation of a community before planning the consumer aspects of your homemaking classes.
3. Match each type of information with the most appropriate means of obtaining the information.

a. _____ ethnic or cultural background	1. analysis of existing reports and surveys
b. _____ students' long-range goals	2. classroom activities
c. _____ consumer attitudes of students	3. personal observations
d. _____ extracurricular involvement	4. informal discussions
e. _____ students' family responsibilities	5. interviews and surveys
f. _____ students' family structure	
g. _____ language used in home	
h. _____ students' family pattern	
i. _____ parental expectations	

Module Pre/posttest (continued)

- j. _____ family economic status
 - k. _____ housing patterns
 - l. _____ family/community employment patterns
 - m. _____ community resources
 - n. _____ attitudes and expectations of students
toward homemaking classes
4. State two ways by which you can determine the consumer knowledge and skills already possessed by pupils prior to their entering a homemaking class that incorporates consumer education.
- a.
 - b.
5. List three characteristics which are generally true of most pupils you will encounter in homemaking classes with respect to their consumer behavior.
- a.
 - b.
 - c.
6. Select the items which you would consider appropriate for a general profile of consumer knowledge and skills for high school students.
- a. _____ sex
 - b. _____ age
 - c. _____ race
 - d. _____ religion
 - e. _____ type of housing
 - f. _____ immediate plans after graduation
 - g. _____ amount of money spent each week
 - h. _____ source and availability of spending money
 - i. _____ places where they obtain goods and services

Module Pre/posttest (continued)

- j. _____ political affiliation
 - k. _____ community services used regularly
7. In the space provided below, specify and write a brief description of six consumer concerns shared by most high school students, regardless of their social or economic status or cultural differences.

Return this test to your instructor for evaluation.

ANSWER KEY

MODULE PRE/POSTTEST

Incorporating the Consumer Approach
in Homemaking Classes

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes.

1. The following school statistics should be described:

- a. Enrollment Statistics: Reviewing of the teacher-student ratio, ethnic breakdown of students, girl/boy ratio in homemaking classes at each level, and rating student mobility will all be helpful in determining the characteristics of students.
- b. Married Students: Know the number of married students in school, number of married students in homemaking classes, and number of students who are parents will be helpful in determining the characteristics of students and will influence the planned instruction.
- c. Dropouts: Determine the total number who drop out of school, the level at which they drop out, the number of homemaking students who drop out, reasons for dropping out (marriage, pregnancy, disinterest, financial hardship, etc.).

2. The following reasons are acceptable:

We are much more aware of the things we see and listen to firsthand than we are of those things we read or hear about.

We support more fully those things which are our own and in which we have a part.

There is more reality, security, and meaningfulness in the information we obtain through our own investigation.

3. a. 1 f. 5 k. 5
b. 2 g. 2 l. 1
c. 5 h. 4 m. 3
d. 3 i. 4 n. 2
e. 5 j. 1

Answer Key (continued)

4. observing pupils in "real life" situations

determining specific student consumer characteristics (discretionary income, spending practices, interests, attitudes, value systems)

5. All are involved as consumers.

All encounter daily consumer problems.

All are involved in the consumer activities of their families.

All have goals and aspirations which will see them increase their consumer activities in the immediate future.

6. a, b, e, f, g, h, i, k

7. (any six of the following, with equivalent descriptions)

human dignity: the desire to be treated with acceptance and recognition

well-being and security: the concern for self, children, and family

material necessities and comforts: the desire for choices in satisfying needs for food, clothing, housing, medical care, and some luxuries

fair and equal treatment in the marketplace: choosing from and purchasing quality merchandise and reliable services

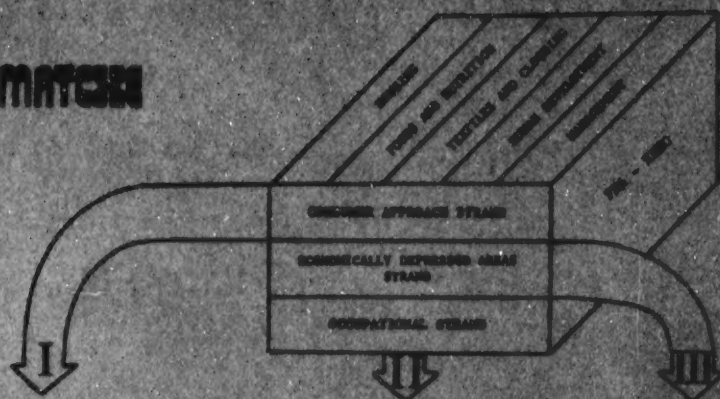
fair and equal treatment in the community: good schooling, protection, housing, and public services and facilities

employment opportunities: being able to support self and family with a feeling of belonging, success, accomplishments, and worth

opportunities to air grievances: having recourse when wronged

control (mastery) over the environment: having some measure of control over personal destiny

MATRIX



A. CORE: CONSUMER APPROACH TO HOMEWORKING EDUCATION	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRIVED AREAS
1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homekeeping Classes	1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	1 Characteristics of Economically Deprived Areas 2 Life Style Characteristics of Economically Deprived Areas 3 Community Resources for Economically Deprived Areas 4 Developing and Implementing Programs for Economically Deprived Areas
AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B. HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C. FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related to Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Deprived Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D. TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related to Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-to-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E. HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Deprived Area Families 2 The Child and the Economically Deprived Area Family 3 Resources for the Economically Deprived Area Family
F. MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Matrix System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Homekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clients